DOCUMENT RESUME

ED 226 345 CS 207 317

AUTHOR	Burney, Susan
TITLE	Prime Time Rhyme Time: A Guide for Developing Primary Reading, Spelling and Speaking Vocabularies through Poetry. Supplement to the Curriculum Plans for Bulletin Boards.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89305-039-3
PUB DATE	81
NOTE	33p.
AVAILABLE FROM	Anna Publishing, Inc., P.O. Box 4778, Winter Park, FL 32793 ($4.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Beginning Reading; Childhood Interests; *Creative Writing; Grade 1; *Independent Reading; Language Skills; *Poetry; Primary Education; Reading Instruction; Spelling Instruction; Teaching Guides; *Teaching Methods; *Vocabulary Development

ABSTRACT

Designed to help teachers provide high-interest independent work for their first grade students, this manual contains plans to increase students' reading, spelling, and speaking vocabularies by using original poetry. After a short introduction, the first section describes bulletin board plans that can be adapted for use throughout the year and suggests ways poems for the teacher and poems for the students can be used. The second section contains the teacher poems identified by topic, while the third is composed of vocabulary lists and student poems (also identified by topic). The remaining short sections of the manual contain sample spelling and creative writing plans, procedures for using vocabulary words as spelling words, and ideas on how to solicit poetry from children. Line illustrations intended for use with an overhead projector are also placed throughout the manual. (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226345

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prime Time Rhyme Time

A guide for developing primary reading, spelling and speaking vocabularies through poetry.

Supplement to the curriculum

Plans for bulletin boards

by Susan Burney

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan Burney

Carrell K. Wolfe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS203 73/17

Anna Publishing, Inc., Winter Park, Florida

Copyright ©1981
by Susan Burney

Anna Publishing, Inc.
Winter Park, Florida

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

This book was produced with funding support from the St. Louis Metropolitan Teacher Center Program (CFDA 13.416).

Registration of copyright conforms to (OMB Circular No. A-102, attachment N.) and (20 U.S.C. 1221 c (b) (1).)

International Standard Book Number: 0-89305-039-3

Printed and bound in the U.S.A.

Contents

Page

Introduction 5
Plans For Bulletin Boards and Vocabulary Word Introduction 7-8
Use—Poems for the Teacher, Poems for the Students 9
Teacher Poems (identified by topic, not title)
- Open House 10
- New Baby 10
- Hiccups 11
- My Tooth Fell Out 11
- Teacher's Private Zoo 12
- Sick Friend 12
- Bubble Gum 15
- April Fool 15
- Easter Bunny 15
- Phonograms or "Word Families" 15

Vocabulary Lists and Poems (identified by topic, not title)
- Color Words 16
- Dinosaurs 16
- Fire Prevention Week 17
- The Five Senses 17
- Bus Safety Rules 18
- Halloween 19
- Teeth and the Dentist 19
- Counting 20
- Doctor 23
- Zoo and Animals 23
- Space 24
- Snow and January 24
- Presidents' Birthdays 25
- Valentine's Day 25
- Careers 26
- Seeds and Plants 26
- Time and the Clock 27
- Families 28
- Food Groups 31
- End of School 31

Sample Spelling and Creative Writing Plans
Using the Vocabulary Words as Spelling Words 32
Soliciting Poetry From Children 33

Introduction

During reading groups some children must do independent work—too often "busy work" and dittos. There is no specific guide to help teachers plan. New teachers, especially in first grade, are often at a loss. This "mini-manual" provides for student participation in developing high-interest independent work of greater value and diversity.

This manual contains plans to increase students' reading, spelling, and speaking vocabularies by utilizing original poetry. It also suggests bulletin board plans that can be adapted for use throughout the year. The vocabulary words are based on and supplement science, social studies, spelling, and health curriculums. Additional poems are included pertaining to yearly school events and the children's interests.

The poems and vocabulary words are most appropriate for first and second graders, but can be adapted for kindergarteners and older children.

5

Plans For Bulletin Boards and Vocabulary Word Introduction

In order to extend the child's reading and spelling vocabularies, it is essential that the word lists are introduced and displayed as each unit is taught. Many children may find it helpful to have the number words and color words on permanent display.

Depending on the unit, words may be introduced simultaneously or as they appear in the text.

Following are three sample plans for bulletin boards that can be repeated for each unit, providing educational and colorful bulletin boards throughout the year.

MATERIALS: tagboard, art supplies, magazines, pictures*

A. Plan for simultaneous introduction of vocabulary words

1. Tell the class "We are going to talk about (dentists, dinosaurs, etc.) for a few (days, weeks). Can you think of any words we may need to know how to read in order to study_____?" Elicit vocabulary words—accept any other reasonable words also.

2. As the children suggest words, write each on a piece of tagboard (about 3 inches high and long enough for the word), and use your usual word introduction technique (analysis, blending, etc.).

3. Put each word card on the bulletin board with an illustration.*

a. Professional pictures such as those purchased at the Teacher's Store, dime store, or Hallmark Party Shops

b. If you're at all talented, the children enjoy simple cut-outs that you cut as the class uses the word in a sentence or defines it. (Easy ones are the dentist unit, dinosaur unit, and Halloween.)

c. Teacher made pictures or simple drawings

d. Children can bring pictures from home (Ranger Rick magazines, newspaper, coloring books, etc.) for "homework."

e. Children can find pictures during class (magazines) or draw their own.

B. Plan for word-by-word bulletin board

1. Title the bulletin board according to the unit during your introduction to the unit.

2. As each word is introduced in the unit, display it on the board with the word card and illustration as in Plan A.

C. Plan for extended bulletin board

1. Words are displayed on the board using either of the other techniques.

2. The words may surround the monthly calendar, especially if they are seasonal or holiday words.

3. Display samples of the children's writing on the board—word lists, spelling activities, the poem.

4. The poem that goes with the word list may be produced on large tagboard and included on the bulletin board. This should definitely be done if it is to be used for choral reading.

Extension

D. Mural board

After the words and unit have been introduced, the children may make a mural and label the pictures.

E. Word Train

A train engine or bookworm head is permanently posted at one end of a wall. As each vocabulary unit is completed, the words are put on a train car or worm section and added to the engine or head. Watch it "grow" throughout the year.

Poems For the Teacher

Poems for the teacher can be used whenever the topic is current. They also can be used for:

a. listening activities or enjoyment

b. choral reading

c. discussion (topic and punctuation)

d. art and calendar displays

e. poems that ask questions can be read by the teacher and answered orally, or written or read by the teacher with the students copying and writing the answer

f. writing practice (the children should always be familiar with the poem before being asked to copy it)

Poems for the Students

Poems for the students may be used in many of the same ways as the Teacher poems. If vocabulary development or the particular subject is not in the district's curriculum, some teachers may want to use the poems alone without the bulletin board display. It is important to note that the child will best benefit from writing a poem if he or she is familiar with it and with the words used. Therefore, if the bulletin board display is not used, the poem should be read to the children several times on days preceding the writing practice.

Some words in the poems may have to be introduced. Words which may be unfamiliar to first graders' reading vocabularies are underlined.

Some of the poems have several stanzas. An * is by stanzas that could be used alone for improving the written vocabularies. Or, the children could write a stanza a day until they have the whole poem.

Ideas for specific uses are included with the poems.

Open House

Hi, Mom! Hi, Dad!

Who do you see?

That smile! Those eyes!

It must be me!

The children can copy this poem for display on their desks, or to hang with self-portraits or head or body cutouts. It can also be used on a bulletin board with photographs.

New Baby

Is there a new baby at your house,

Noisy as a circus, or quiet as a mouse?

Do his toys look like fun?

Does she pull your hair?

Does it seem that there are bottles,

And diapers everywhere?

Does she laugh and call you, "Da Da"?

Does he splash you in the tub?

Do you know that you are lucky?

It's a very special love.

This poem can be used when someone in the class has a new baby at home, or when discussing families. It can also be used as a lead-in to creative writing activities and illustrations.

Hiccups

I have to (Hic!) tell you

I have a (Hic!) problem.

I have to (Hic!) say

They won't (Hic!) go away.

I drank the (Hic!) water

And ate (Hic!) sugar, too.

I've held my (Hic!) breath

Until I'm turning (Hic!) blue!

Go see the (Hic!) principal?

My gosh, what a scare!

But it worked, thank you, Teacher.

My hiccups aren't there!

My Tooth Fell Out

My tooth fell out,

But I don't care.

Another one

Is growing there.

This poem can be written on a large poster of a giant tooth. It can be displayed permanently, and as each child loses a tooth during the year, he or she writes his or her name on the tooth, and the date the tooth was lost. At the end of the year the children will enjoy counting to see how many they lost.

Teacher's Private Zoo

I have a zoo that belongs to me.

You'll find it in room ___*___

No lion or tiger will you see,

**_____

There are ___***___ animals in my private zoo,

And all are monkeys—just like you!

* room one
** Hiding there having fun.

* room two
** No elephant or kangaroo.

* room three
** No giraffe or chimpanzee.

* room four
** Hiding behind my door.

* my room
** No giraffe or chimpanzee.

*** number of students

This poem can be used during an animal or zoo unit. It can also be used on the outside of the classroom door, just for fun!

Sick Friend

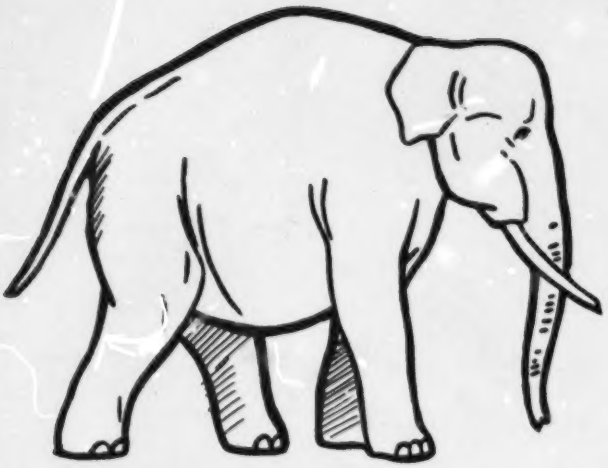
We missed you today

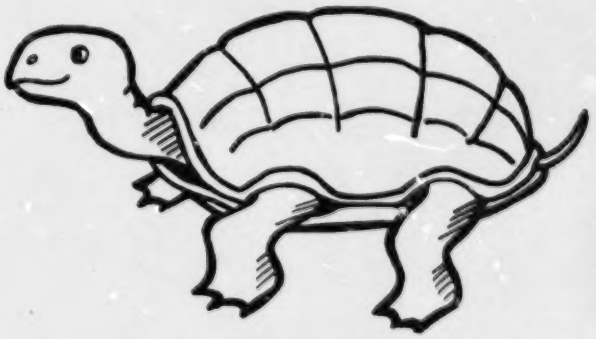
While you were home sick.

So this card is to say,

"Please get well quick!"

If the children want to make cards for a sick classmate, this poem could be included.





Bubble Gum

Bubble gum, Bubble gum,

Won't you please give me some?

I'll blow and blow and never stop,

Bigger, bigger, bigger . . . POP!

April Fool

There's mud on your head,

A bug in your bed.

We're not having school.

April Fool!

Easter Bunny

Hippity hop!

Who do I hear?

Hippity hop!

Who could be near?

Phonograms or "word families"

I see a fat cat.

He sat on a hat.

The hat is flat.

Imagine that!

The teacher or students can make up sentences like these, using "word families," and then illustrate.

Color Words

Vocabulary Words

red blue yellow green orange

black brown purple color

I like to color

With red and blue,

Purple, orange, green, and brown,

Black and yellow, too!

Do you?

This simple poem is to introduce color words to the students' reading and spelling vocabularies. When writing the poem, they can use the correct crayon to write each color word.

Dinosaurs

Vocabulary Words

dinosaur dinosaurs bones fossils dig egg

brontosaurus reptile

1 Dinosaur eggs and fossil bones,

That is how we know

About the brontosaurus

And reptiles of long ago.

2 Can you buy an egg from a dinosaur

Downtown at the grocery store?

The second dinosaur poem can be used for discussion or creative writing.

Fire Prevention Week

Vocabulary Words

fire	fireman	firemen	prevention
smoke	firetruck	engine	

Who's the man in the big red truck,

And what job does he do?

The firemen fight the fires,

But prevention is up to you.

The Five Senses

Vocabulary Words

eyes	see	ears	hear	mouth	tongue	taste
hands		feel	nose	smell	senses	brain

My five senses help me tell

What I taste and what I smell.

With hands and eyes I feel and see,

My ears hear sounds that come to me.

I use my brain and senses too,

To help in everything I do.

The bulletin board for this unit could include a large face and hand with string or yarn leading from the word (hear) to the part of the body (ear).

Bus Safety Rules

Vocabulary Words

bus ride aisle line riding

walk driver school

I always sit down on the bus,
I try to stay in line.
I whisper to who's next to me
(The driver says that's fine.)

I keep my books out of the aisle.
I make sure that I don't shout.
I always try to walk in front
When getting in or out.

* I like to ride the bus to school,
And home when day is done.
If we all know the safety rules,
Bus riding can be fun!

With careful questioning and selection of answers in the correct order, and with re-phrasing, this poem lends itself to the technique given in this manual for soliciting poems from the children.

Halloween

Vocabulary Words

Halloween witch ghost Boo! trick-or-treat

jack-o-lantern pumpkin scare

A witch in a hat,

A big black cat,

A jack-o-lantern too—

A ghost scares you! Boo!

Teeth and the Dentist

Vocabulary Words

dentist tooth toothbrush teeth

toothpaste cavity clean brush

* I use my brush to clean my teeth

And prevent tooth decay.

I please the dentist and myself

By brushing every day.

But everytime I brush my teeth

I have a little doubt,

Why do I fight cavities

When my tooth will soon fall out?

Counting

Vocabulary Words

number words one to ten count numbers

* I have a little brother
Who cannot count to ten.
He's always stuck at seven,
So we start all over again.

One gives him no problem,
Or two or three or four.
But when he gets to seven,
He can't count any more.

He puts each finger on his nose
And counts it one, two, three.
But after four, says "Seven,"
And he won't listen to me!

My mom says he can stay up late
When he's as old as I,
So he says, "Four," then "Seven!"
Can you imagine why?

0 1 2 3
4 5 6 7
8 9 10

Doctor

Vocabulary Words

doctor	nurse	stethoscope	temperature	shot
weigh	scale	thermometer	otoscope	

An eyechart and a stethoscope,

Thermometer, scale and otoscope.

Which ones will the doctor pick

To see if you are well or sick?

If the children are to write the answers to the question, they can fold their paper into two columns headed "well" and "sick." There are not really any wrong answers because the doctor could use all of the instruments in either case.

It's fun to visit the doctor.

Just one time when it's not.

I like the nurse to weigh me,

But I don't like the_____.

Some teachers may want to omit this poem because it presents a negative aspect on visiting the doctor. It is included because the neighborhood "test group" thought it was the best!

Today at the Zoo

Vocabulary Words

zoo animals	mammals	reptiles	amphibians	fish
birds	Zoo animals that children suggest for line 3			

We saw so many animals

I couldn't see one more,

Lions and tigers and a kangaroo

But where was the dinosaur?

The title needs to be included for this poem to make sense.

Space

Vocabulary Words

sun earth star light planet shine

sky moon shadow

I look up in the sky at night

And see the moon and stars so bright.

In day I see the sun up there.

It shines on earth and gives us light.

(One time I asked my teacher why

We don't see star wars in the sky?)

Snow and January

Vocabulary Words

snow snowy snowman ice cold January

winter wearing apparel suggested by the children (line 3)

#1 I like it when it snows a lot.

I go out whenever I can.

I put on mittens, hat and coat

And make a big snowman!

#2 What do you know?

Snow!

Will we have school!

No!

Presidents' Birthdays

Vocabulary Words

George Washington	Abraham Lincoln	February
birthday	president	President

We've had __*__ presidents

In 200 years or so.

The first one's name was Washington,

That one we all know.

This month is George's birthday,

And Abraham Lincoln's too.

We even know the president now.

We're wondering – do you?

The class can answer the question or post the poem in the hall to see if other children know the answer.

*number of the current president.

Valentine's Day

Vocabulary Words

valentine	love	I love you	friend	February
Valentine's Day		happy		

Who is my valentine?

It's a secret, you see.

But I will tell you,

If you will tell me.

The children who choose to, can write the name of their valentine on the back of their paper. The teacher can answer by writing 'You are my valentine!'

Careers

Vocabulary Words

work workers working job jobs help

do career helping

Workers go to work each day,

Helping others every way.

What you do is up to you.

All jobs are important, too!

Seeds and Plants

Vocabulary Words

seed plant grow leaves soil water air

flower stem bulb temperature

1 This tiny seed will become a surprise.

We'll use a chart to measure its size.

This poem can be used on display with a class project and growth recorded on a bulletin board chart. If the children each plant their own seed, they can record growth on individual charts. (Change second line pronoun to I'll.)

2 This was so

We could measure our plant,

But it didn't grow,

So now we can't!

This poem is just in case . . .

Time and the Clock

Vocabulary Words

time clock minute second hour

hand tick tock

#1 "What time is it?" my mom asked.
"What does it say, the clock?"
But she didn't think it was funny
When I told her, "Tick tock."

#2 I never could get up in time,
And I was always late,
So Grandpa gave me my own clock
And I thought it was great.

I'm learning how to tell the time,
But I don't like one thing.
It seems I'm always sleeping
When my clock will start to ring!

Families

Vocabulary Words

family families Mother Mom Father Dad

family tree brother sister relatives

Grandmother Grandfather parents

#1 I have_____sisters,

I have_____brothers,

I have lots of relatives in my family tree.

I have_____fathers,

I have_____ mothers,

But all of them have just one me!

Each child fills in the blanks as necesaary. "No" works better than zero.

#2 Who's at the top of my family tree?

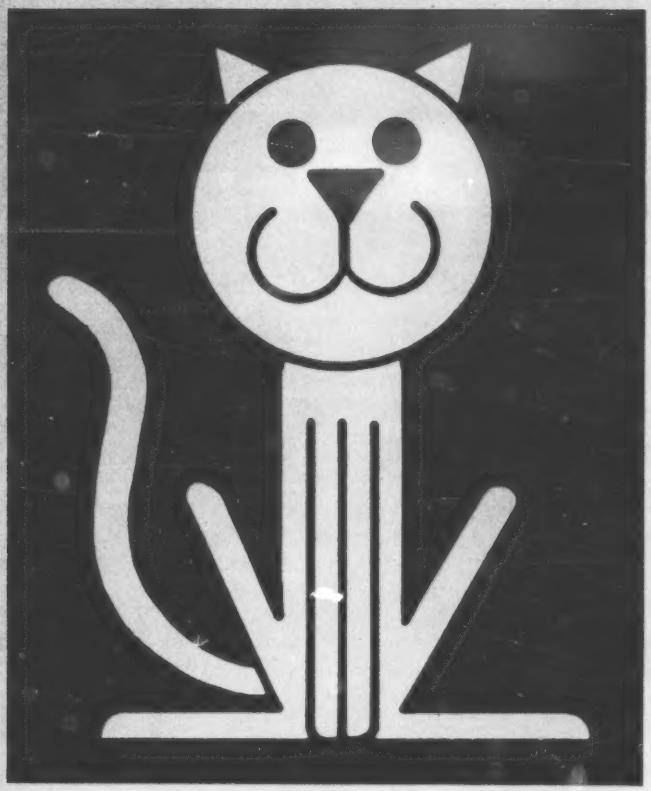
Grandmas and Grandpas of long ago.

Then who's next on my family tree?

Sisters and brothers of parents I know.

Who's at the bottom of my family tree?

My dog doesn't count, so I guess just me!



12
1
2
3
4
5
6
7
8
9
10
11

Food Groups

Vocabulary Words

food foods breakfast eat bread cereal

fruit vegetables milk meat food groups

* I think about the food groups

Every time I eat.

Milk and fruit and vegetables,

Bread, cereal, and meat.

Good breakfasts get me going.

Lunch is quite a treat.

I have a healthy dinner.

I really like to eat!

End of School

Vocabulary Words

summer June fun travel play swim

ride swimming pool

School is out!

It's time for fun!

I'll_____ and_____

In the summer sun!

The children can fill in the blanks as a class or individually.

Using the Vocabulary Words as Spelling Words

When the vocabulary words have been introduced and posted, they may be used as spelling words or for additional independent activities. Some of the lists are rather long, so the teacher or students can choose which will be spelling words. (5 are plenty for beginners.)

Suggested Procedure

Day 1 Students copy the word once, cover the word and try to write it again. Compare. Try it again. (Before trying to write it, students should close their eyes and try to "see it"). Children enjoy having their own red pencils to make corrections instead of erasing.

Day 2 Students suggest sentences using the words (or teacher provides sentences or the poem can be used). The sentences are put on the board for the class to copy (and/or illustrate).

A "Make-it" can be used. Art paper (large) is folded into 4 squares. Sentences are numbered 1-4. The children write the sentences on writing paper and draw the picture in the appropriately numbered box. "1. Make two black witch hats."

Day 3 Students copy scrambled words from the board and unscramble each one to make a spelling word.

Day 4 After second semester, first grade. Students unscramble sentences from the board. "I window snow see out my."

At any time during independent work, students may pair up and "test" each other, either orally or written.

Day 5 Spelling test (cover the bulletin board).

Students try to write the words from dictation. Uncover the board and let them self-correct. Stickers or smile faces if they have made all the corrections necessary.

Cheerleading

Some students enjoy "cheerleading" before or after the test. The cheerleader writes the word on the board and leads the class. "Give me an H" (h). "Give me an A" (a). "Give me a T" (t). "What does that spell?" (hat) (Although this sometimes encourages letter by letter and not whole word spelling.) Cheer ch, th, wh, sh and kn as one.

Soliciting Poetry From Children

Children often enjoy a writing activity more if they feel a part of it. Suggestions have been made with some of the vocabulary-based poems for places where the children are to "fill in the blanks" and make the poem their own.

After a class has worked with poetry for awhile, it isn't difficult to solicit four lines of poetry from them. It may not be a literary masterpiece, but they will love it.

Teacher guidance is necessary in each step. It is a whole class activity. It often helps to have a simple verse in mind, such as the "End of the Year" poem.

Begin by introducing the subject: "What have we been studying in the Science book?" or, in this case, "Why are you so excited today?" Out of the varied answers given, you can choose one that works, or re-phrase, "What you're saying is that you're excited because school is out?" Write the first line on the board. (Remember to praise all answers given.)

"Now that school is out, what are you going to do?" Proceed to accept all answers and re-phrase again to write the second line, "It's time for fun."

"What kinds of things will you do that are fun?" Write "We'll _____and_____" on the board and make a list of their ideas to the side so that when they copy the poem they can choose two activities. (You may lose the rhythm here, but that's ok.)

Proceed by reading the first three lines with exaggerated rhythm: "School is out. It's time for fun. We'll blank and blank". If they don't notice that it sounds like a poem, get excited and point it out. Then say, "Let's see, the last word in the last line will need to rhyme with 'fun'. Who can think of a summer word that rhymes with 'fun'?"Be positive about all suggestions and then accept 'sun'. Write it in place on the board.

At this point, re-read the poem in rhythm with "da da da sun" in the last line. Encourage suggestions for a sentence that fits and makes sense, and you have a poem!

This type of "brainstorming" procedure works most of the time even when you don't have a poem in mind if you keep the beat simple, rhyme only the second and fourth lines, and keep simple word families or rhyming words in mind.

Also, there will be times when you have to recognize that "this isn't working" and scrap it. The children accept this easily and sometimes get a kick out of the "Teacher sometimes goofs and that's ok" situation. Either way, the time wasn't wasted if everybody's ideas are encouraged and the class has a good time working with words together.

E	1
F P	2
T O Z	3
L P E D	4
P E C F D	5
E D F C Z P	6
F E L O P Z D	7
D E F P O T E C	8